

INHIBITING FACTORS FOR LEARNING FROM HOME IN ELEMENTARY SCHOOL AGE CHILDREN AT SDN 01 KEMANTREN

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Abstract This study discusses the inhibiting factors for online learning during the Covid-19 pandemic. This study aims to make parents aware of the factors that become obstacles when accompanying their children to study from home. This type of research uses qualitative methods and empowerment activities carried out by the research team, the researcher provides an open questionnaire to the subject, namely the parents of students aged 9-10 years old. In addition, we conduct education to find solutions to the inhibiting factors while learning from home takes place online. From the results of this study, it is concluded that the parents of students have an inhibiting factor in accompanying learning from home, namely parents have difficulty understanding the material being studied by the child, which causes emotional expressions of anger, annoyance, resentment. Apart from that, the limitations of the gadgets that are owned and the signal constraints are also inhibiting factors in distance learning.

Introduction

The Covid-19 pandemic disrupted conventional system learning (Abidin, Hudaya, & Anjani, 2020), which ultimately necessitated a remote learning system (Nurdin, 2017). This is in accordance with a circular from the Ministry of Education and Culture or Kemendikbud Number 15 of 2020 concerning Guidelines for Organizing Learning from Home in an Emergency for the Spread of Covid-19 (Dewi, 2020). In order to prevent the spread and efforts to break the chain of the covid-19 virus (Wijanarko, Setiawan, & Efendi, 2021), learning from early childhood levels to tertiary institutions is carried out remotely (Wijoyo & Indrawan, 2020).

In the process of distance education there must be a teacher (Mu'minah & Gaffar, 2020), one or more, a curriculum that is able to be applied by teachers and students trying to learn both implicitly and explicitly between teachers (Kholifah, 2017), students and institutions in the rules. Distance education is a method in which students are physically separated from the teacher (Rahmawati & Yulianti, 2020).

It is separated but still in a separate learning format, not face-to-face (Hima, 2017). The learning process is that students are taught (Indriyani, 2019), given an assessment, given direction and wherever according to what they need and also prepare exams that measure their skill level (Safitri, 2018). This is combined with two ways of communication, namely individually and in groups (Nisa, 2016). (Mu'minah & Gaffar, 2020) has four components in distance learning, namely distance education which is physically separated and separated from the distance where the teacher presents a certain part in the material section (Pateni, 2016).

(Fadholy, 2019) distance education must be able to provide various formats of learning at all levels and be continuous, supervised teachers present student material in a separate or separate lecturer room but provide many benefits from planning, mentoring and teaching in supporting organizations (Pateni, 2016).

Distance education is a dramatic idea that can change even restructure (Pateni, 2016), education but only if it is possible to make the learner experience a much more complete satisfying and acceptable experience as a local learner. If distance education is to be successful and the primary approach, then it is imperative that distance education is a system designed to enable an equal learning experience for remote and local students (Pertwi & Sutama, 2020). Distance education using telecommunications technology is a very exciting new field (Belawati, 2019).

However, practitioners should not promote distance education as the next great technological solution to this educational problem, or make big claims about the impact of the telecommunications system (Kristiyono, 2015). Instead, distance education specialists should strive to understand the technologies and technological approaches that make for a positive and equal experience of remote and local learners (Prawiradilaga, 2016), at least until a genius identifies approaches to learning to use telecommunications systems to transform education, such as disparaging face-to-face education (Ahmadi, 2017). Learning activities carried out online are in fact no easier than face-to-face learning (Anhusadar, 2020).

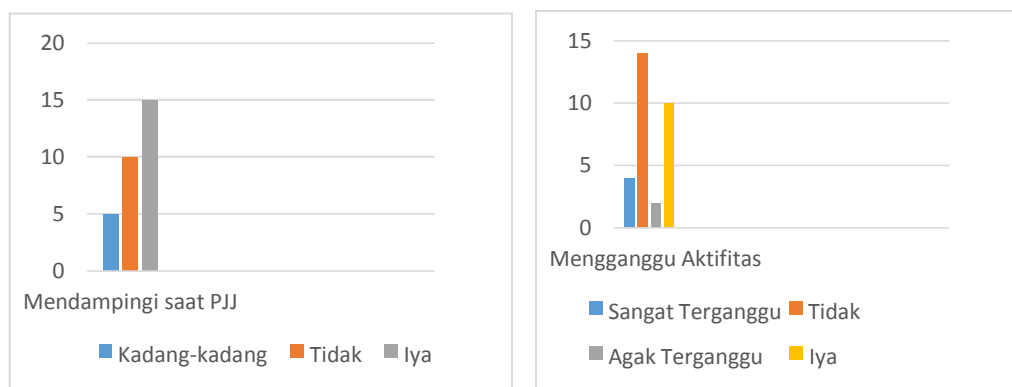
Research Method

This study uses a qualitative method, by providing an open questionnaire about the inhibiting factors for parents in the distance learning system during the covid-19 pandemic (Fitriya, Magdalena, & Fadhillahwati, 2021). collected directly by the researcher (or team) from the main source (Hasibuan, 2017). The main sources in this study were parents of elementary school students aged 9-10 years at SDN 1 Kemantren. The secondary data source that the researcher (or team) obtained was based on interviews from the teacher who explained the phenomenon of the adoptive researcher's theme.

Data analysis techniques by processing and preparing data for analysis, Reading the entire data, Analyzing in more detail by coding the data of the answers of the informants, Applying the coding process in the answers of the informants, Showing how these descriptions and themes will be presented again in a qualitative report, Interpreting the data or interpreting the data (Creswell, 2014).

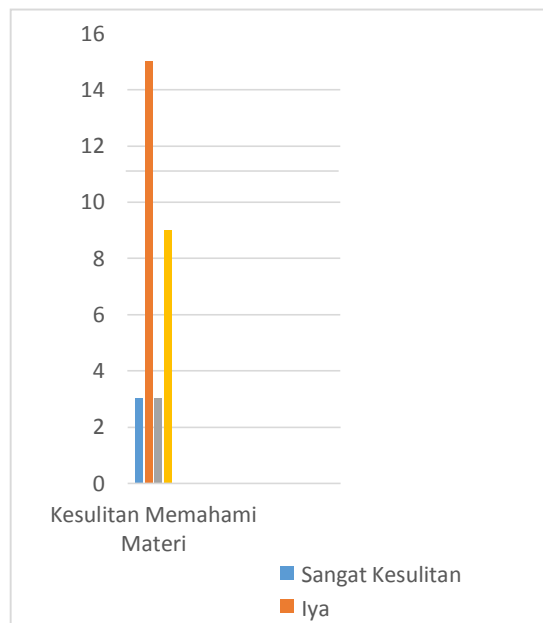
Result and Discussion

The results of this study were obtained when the parents of students were given a questionnaire about Distance Learning, the parents assisted their sons / daughters at school online, because basically the age of elementary school students still needed assistance from their parents. So that they don't feel disturbed by their daily activities.

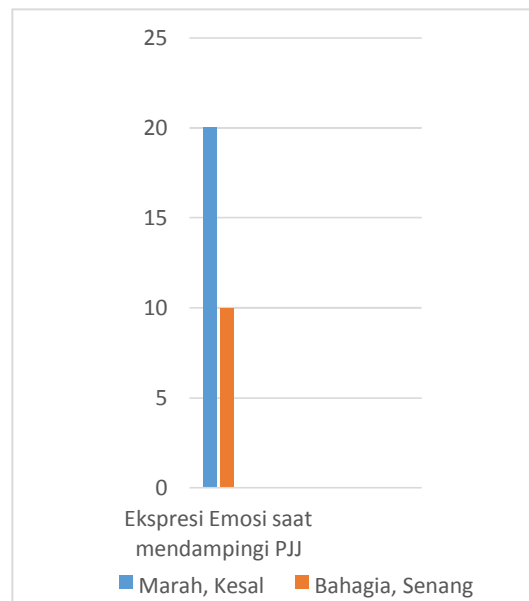


Picture 1 Assistance during PJJ

Weaknesses in Distance Learning sometimes parents do not understand the material being studied by their children, so they find it difficult to explain to their children besides sometimes causing emotional expressions of anger, irritation, disgust in children.



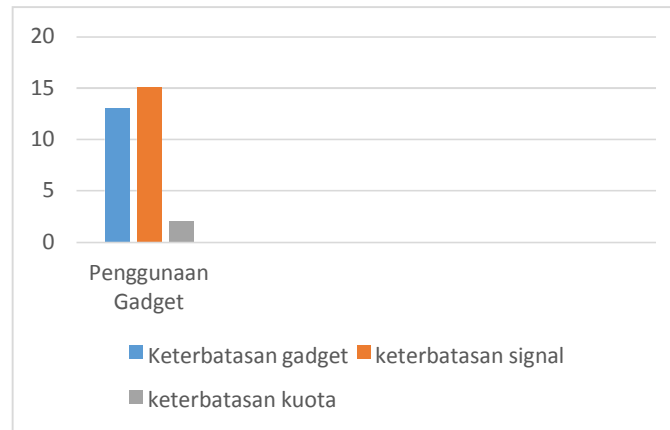
Picture 2 Difficulty understanding the material



Picture 3 Emotional expressions when accompanying PJJ

In addition to the lack of understanding of the material being taught by the teacher, which in turn leads to emotional expressions of anger, annoyance and resentment, the inhibiting factor in distance learning is the limitations of gadgets

owned by the family, unsupportive signals because gadgets are important in the implementation of learning long distance during the covid-19 pandemic.



Picture 4 Gadget usage

Parents are required to be able to act as teachers for their children, and this is not easy. Parents must re-learn about the subject matter being studied by the child. This is of course a challenge that will not be easy to pass, considering that the current subject matter is much different from what our parents learned before. For parents with adequate educational backgrounds and supported by complete facilities, accompanying children to study at home may not be too difficult. What is needed is the willingness and patience to stay beside the children. It is different with parents whose educational level is inadequate, being a teacher for their children is not an easy matter (Zahra, Wardhani, & Krisnani, 2020).

In addition, limited access to information is also a separate obstacle for some parents in guiding their children. The heaviness of the challenge in educating their own children at home ultimately makes some parents react to school policies that give their children too much work. Some even report to the Indonesian Child Protection Commission (KPAI) because children and parents experience stress with the many tasks that must be completed (Zahra et al., 2020).

Conclusion

Based on the results of the research and discussion that have been described, it can be concluded that the implementation of distance learning is a new experience for parents, students and teachers. Because this is a new thing, it creates several weaknesses that make the learning less successful. The factors found in SDN 01 Kemantren are the difficulties of parents in understanding the material being studied by their children, so that when parents do not understand

their children cannot work optimally and parents cannot teach them not optimally, it causes angry emotional expressions that looks at the parents to their children.

Another factor is the limitations of gadgets owned by parents, because not all parents have gadgets according to the number of people in their family, so that the use of gadgets cannot be free, other obstacles besides that are signal constraints because the circumstances or environment of each student are different so that will affect the signal on the gadget. In terms of quotas, the government provides subsidies to parents for use during distance learning.

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